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Book Reviews

H. Jurenka, Römische Lyriker. Zweite verbesserte Auflage, besorgt von J. MESK. I, Text; II, Kommentar. Leipzig und Berlin: Teubner, 1912.

This edition of selected poems of Catullus, Tibullus, and Propertius is intended for the upper classes of the German secondary schools, and might be adapted to the use of American colleges, with additions from Ovid. The separation of text from commentary is a good concession to the needs of the classroom. The Latin poems are accompanied by appropriate selections from the Greek lyrical poets so that the student is able to compare Catullus with Sappho, Tibullus with Mimnermus and Bacchylides; Pindar, Alcman, Theognis, and the Anacreontics are also scattered through the text. The commentary is very limited in scope, and serves only the immediate needs of the student; it is obviously intended simply to assist in extensive reading pupils who will study intensively other classical writers. This plan of rapid reading outside the classroom might be developed in the first two years of our college work, though American publishers are perhaps not so ready to supply texts and commentary for such purposes. Even as part of the regular course an anthology of lyric poetry is very much needed; the *Harvard Selections*, if more generally known, would meet the requirements of our college instruction more readily than the *Römische Lyriker*.

H. W. P.

THE UNIVERSITY OF CHICAGO

Aids to Latin Prose Composition, Designed for Use in the First and Second Years of College. By JAMES A. KLEIST, S.J. New York: Schwarz, Kirwin & Fuss.

This little book might have been entitled "Studies and Exercises in Latin Idiom." It is not a textbook in Latin composition in the usual sense. It does not develop Latin syntax, systematically or unsystematically. It is not cumulative, every lesson being independent of every other lesson. It deals with the differences between the Latin and the English way of saying things. Part I, forty-three lessons, is entitled, "Parts of Speech;" Part II, nineteen lessons, "Structure of Sentences."

The typical lesson opens with a group of sentences, chiefly from Caesar and Cicero, illustrating a given Latin idiom and translated into idiomatic English. A general statement of the principle follows. A group of untranslated Latin sentences and one of English sentences afford practice. The Latin exercises are disconnected fragments from classical sources. Under the heading